

# BLACKSTONE MILLVILLE REGIONAL HIGH SCHOOL

## BUILDING CURRICULUM ACCOMMODATION PLAN

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education. The Massachusetts General Law related to DCAP is as follows:

Section 38Q ½ added to Chapter 71

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular education classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Amendment made to Chapter 71, §59C

“The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the Principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to Section 38Q ½, shall assist in the review of the annual budget, and in the formulation of a school improvement plan.”

The law requires that the District Curriculum Accommodation Plan be adopted by the district and individualized for each school building. The purpose of accommodation planning is to continually strengthen and improve the general education program, for the benefit of all students.

The Blackstone Millville High School's Building Based Curriculum Accommodation Plan BCAP addresses various strategies that will help achieve this objective.

- **Assistance to Regular Education Classroom Teachers**

Such assistance includes professional development that will help them to analyze and accommodate various students' learning needs, including students who are English Language Learners, and to manage student's behavior effectively.

- **Support Services**

These include services that are available to students through the regular education program. These services include academic support; ELL support; paraprofessional support; library and technology support; nursing support; occupational, physical, and speech therapy, and psychological consultation.

- **Mentoring and Collaboration**

This includes such things as mentoring new teachers and PLC.

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identity, age, or disability, in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at [508-876-0190](tel:508-876-0190) or [jlaporte@bmrdsd.net](mailto:jlaporte@bmrdsd.net).

## • Parental Involvement

This includes opportunities that encourage parental involvement in their children's education such as school and district councils, PTO/PTA, websites, X2, parent conferences/meetings.

The BCAP provides a plan to address student learning issues within the regular education setting and ensures that all efforts are made to meet the needs of diverse learners. All efforts shall be made to adjust the general education program to meet student needs. These efforts may include but are not limited to, adjustments in: curriculum, teaching strategies, teaching environments, assessment, materials, and use of support services, consultative services, and building-based teams to meet children's needs in the general education classroom.

Accommodations are changes in how a student gains access to information and demonstrates his/her learning. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. Accommodations do NOT change the instructional level, content, or performance criteria (these latter changes are called modifications).

Included is a list of programs and personnel that are available to all students at the Blackstone Millville Regional High School. In addition there is a list of specific strategies that teachers and other staff members may choose to use for their entire class or for individual students. Some of these strategies may be considered "best practices" and others may be accommodations appropriate for individual learners. It is important to recognize that not all of these strategies will be appropriate for all classes and/or all students. This list is meant to serve as a guide for educators.

Teachers at BMR are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and foster understanding.

## **HIGH SCHOOL CURRICULUM ACCOMMODATIONS**

### *Programs and Classroom structures Supporting Curriculum Accommodation for Regular Education Students*

Reasonable class sizes staffed by highly qualified personnel who demonstrate competency in the state's teaching standards

A strong core curriculum based on the state's frameworks and Common Core standards: English Language Arts, mathematics (including additional mathematics support classes), science and technology engineering, history and social studies, foreign languages, wellness (health and physical education), art and music

Evolving elective program for exploration and enrichment designed to meet interest areas

Leveled classes (college prep and honors) in core subjects

Advanced Placement (AP) coursework offered

Independent study and online course opportunities

Continuing education options – college fairs

Academic Extended School Year Program for identified students

Differentiation of instruction to include various learning modalities, including activities to meet the needs of ALL learners

Use of common formative and summative assessments and standardized testing data to assess achievement and to inform instruction

Building-based and departmental teams who analyze school and student data, problem solve student success issues, and develop School Improvement Plans to increase student achievement

Utilization of Response to Intervention model and processes

Professional development for both professional and paraprofessional staff members to enhance instruction and student learning

Extracurricular and co-curricular activities and other related activities

After-school help available in all disciplines/core academic areas

Daily support period for all students

Peer Tutoring through NHS

1:1 Learning initiative

Use of smartboards during instruction

X2 to support home/school communication regarding ongoing student progress

On-line text books

Google classroom

## **Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting**

### *Board Certified Behaviorist Analyst (BCBA)*

Provides behavioral interventions with students and management strategy support for teachers.

### *Guidance Counselors*

Serve as liaisons between home and school, parent consultation, teacher support, referrals, file manager, liaison for social/community agencies

### *Principal/Assistant Principal*

Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, and fostering of philosophy of accommodation

### *Department Chairs*

Support high school teachers and the administration in achieving the vision and goals of the school.

### *Special Education Teacher Inclusion Teacher*

Provides collaborative consultation to teachers of students in the general education setting

### *Nurse*

Offer consultation to parents, students and staff and direct service for individual students

*English Language Learner (ELL) Teachers/Paraprofessional*

Provide direct service for identified students and create a flexible program and environment favorable to learning and personal growth in accordance with each student's ability.

*Library Media Specialist*

Provides support for student research and consultation with teachers and students about curriculum resources.

*School Psychologist*

Provides teacher consultation and support to parents/students on academic, behavioral or social issues; formal evaluations, staff training.

*Occupational Therapists/Physical Therapists/Speech-Language Pathologists*

Provides consultation contacts to education staff. May conduct classroom observations of students for the purpose of informal screening(s), parent/home consult capacity.

*School Resource Officer*

Serves as Police Department liaison; provides individual student or parent support and consultation, referral where appropriate

## **Presentation of Material**

Break longer assignments into more manageable parts

Use concrete examples of concepts before teaching the abstract

Relate information to the student's experience

Reduce the number of concepts presented at one time

Provide an overview of the lesson before beginning

Monitor the student's comprehension of vocabulary used during instruction

Schedule frequent short assessments during instruction to check for comprehension

Highlight important concepts to be learned in text of material

Vary the methods of presentation using repetition, simpler explanations, more examples, and modeling

Give frequent reminders of homework and examples for homework assignments

Provide clear, concise directions and concrete examples

Assign tasks at appropriate reading level

Allow for the oral administration of tests

## **Environment**

Seat student in an area free of distractions

Use preferential or advantageous seating

Use checklists to help the student get organized

Frequently check the organization of the student's notebook

Provide opportunities for movement

Use of voice amplification system

## **Time Demands**

Provide additional time for completion of assessments or assignments

Reduce the amount of work or length of assessments

Prioritize assignments and/or steps to completing assignments for the student

Integrate short work periods with breaks or change of tasks (chunking)

Consistently follow a specific routine

Alternate quiet and active tasks

Set time limits for specific task completion

Monitor and encourage effective use of time with cueing

## **Materials**

### *Visual Motor Integration and Written Expression*

Reduce the amount of copying from text and board

Allow student to use cursive, printing, or typing

Set realistic and mutually agreed upon expectations for neatness

Allow student to type, record, or give answers orally instead of writing

Limit tasks focusing on speed and accuracy

Provide copies of notes

Accept key word responses instead of complete sentences

### *Visual Processing*

Highlight information to be learned

Keep written assignments and workspace free from extraneous and/or irrelevant distractors

Provide clear and well-defined assignments

Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning

Avoid having student copy from the board

Have student verbalize instructions before beginning task

Avoid crowded, cluttered assignments by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut into sections) folding (fold into sections), and highlighting, color-coding, or underlining

Allow low vision aids and/or large print materials

## **Organization**

Provide an established daily routine

Provide clear rules and consistently enforce them

Create contract with student and use rewards for completion of contract

Check student's notebook to ensure the use of dividers, assignment sheet, and calendar

Provide due date on written assignments

Monitor student's use of assignment book

Collaborate with parents

Create checklists and rubrics for student

### *Language Processing*

Provide written directions to supplement verbal directions

Decrease rate of presentations

Paraphrase information

Keep statements short and to the point

Avoid use of abstract language such as metaphors, idioms, and puns

Keep sentence structures simple

Encourage feedback from student to check for understanding

Familiarize student with new vocabulary before beginning the lesson

Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.

Establish student's attention before expressing key points

Utilize visual aids such as charts and graphs

Utilize manipulatives and hands-on activities whenever possible

Demonstrate how new materials relate to previously learned information

Cue students by calling their names before asking questions

### **Use of Groups and Peers**

Utilize cooperative learning strategies when appropriate

Assign a peer helper to check understanding of directions

Assign a peer helper to read important directions and essential information

Assign a peer tutor to record material dictated by the student

### **Helping Focus Attention**

Establish relevance and purpose for learning by relating to previous experiences

Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback for correct answers

Seat student close to teacher/instructional area

Frequent checks for assignment progress/completion

Give advance warning of transitions

Use physical proximity to help student refocus

### **Assisting the Reluctant Starter**

Give a personal cue to begin work

Give work in smaller units

Provide immediate reinforcers and feedback

Introduce the assignment in sequential steps

Check student for understanding of instructions

Check on progress often in the first few minutes of work

Provide time suggestions for each task

Provide a checklist for long detailed tasks

### **Social/Emotional/Behavior Accommodations**

Provide clear and concise classroom expectations and consequences

Consistently reinforce rules

Provide student with alternatives and choices

Collaborate with the student to solve problems

Develop a visual or signal with the student to alert the teacher of social/emotional stress or need of a break

Set up easily attainable personalized social interaction expectations so that the student can achieve social success

Each day be sure students have at least one task they can complete successfully and receive positive reinforcement for their accomplishment

Allow time for the student to keep a journal to record anxiety-producing thoughts which can be shared with a trusted adult

Allow access to a calming area

Provide time for relaxation techniques for all students

Reduce amount of an assignment (quality over quantity) if the student is overwhelmed

Provide opportunities for student to assume leadership roles

Provide opportunities for the student to self-select an activity to pursue independently



Use of self-regulation tools such as: scale/chart, emotional thermometer, Zones of Regulation, segmented clock, timers, mobile device

Assign activities that require some movement

Ignore attention-getting behavior for a short time

Avoid criticizing the student

Communicate frequently with parents

Monitor levels of tolerance and be mindful of signs of frustration

Speak privately to student about inappropriate behavior without the audience of peers

Use of behavior cue cards, graphic organizers, social stories, role-playing

Determine the student's understanding of the situation

Behavioral modification-charts, contracts, checklists, plans, incentives

Use visual/auditory reminders of behavioral expectations

## **Assessment**

### *Assistance Prior*

Teach test-taking skills

Administer practice activities, review sheets, and study guide

### *Assistance During*

Assist the student in tracking test items

Read questions and content to student

Read directions to student

Have student reread and restate directions in his/her own words

Encourage student to stay on task

Allow students to read assessments aloud

### *Setting*

Provide distraction-free space or an alternative location for the student (study carrel, front of classroom)

Allow frequent breaks during testing

Assess smaller units of the curriculum over multiple days

Provide additional time

### *Assessment Format*

Provide students a variety of methods, or test formats to demonstrate what is known (digital, oral, explanation, presentation, role-play, portfolio, poster presentation, etc.)

Allow student access to reference sheets, graphic organizers, rubrics when completing assessments

Change presentation format of written material (increase spacing between lines, reduce number of items per page, print one complete sentence per line)

Allow for student to type out answers

Highlight key directions

### *After Assessment*

Allow retest or second attempt

Give some credit for partial completion

### **Reading across all areas**

Partner students for read aloud

Provide a note-taking format before beginning reading to guide comprehension

Highlight key words and concepts

Reduce the amount of reading required (student reads summary three times while the class reads the entire chapter)

Provide vocabulary lists with user-friendly definitions

Substitute one-page summaries or study guides that identify key terms and ideas instead of the whole reading assignment

Put main ideas on note cards and help students organize them

Use bookmarks and trackers to help keep place

Provide audio-books, videotapes, etc. and/or use read-aloud feature on e-text

### **Speaking and Listening**

Provide peer/adult support

Allow use of a checklist or notes

Integrate a speaking and listening rubric

Clarify expectations

Provide alternative audiences

Provide check-ins for comprehension

Model speaking and listening expectations

Offer a note-taking guide for listening

Use online books with text-to-speech functionality

Provide a summary preview

Utilize audio and video recording device to promote self-reflection

Allow opportunities to practice before formal presentation

## **Writing**

Give student-specific instructions - gradually decrease structure as confidence builds

Allow student to write about segments of the same topic for several days

After topic has been chosen, assist student with developing a visual outline/graphic organizer

Keep visuals available to help generate ideas

Gradually increase daily writing expectations to build stamina

Provide a clearly written topic sentence and an informal outline or sentence starters to get the student started on a paragraph or essay

Integrate a writing rubric to clarify expectations and for self-reflection usage

Avoid corrections in the mechanical aspects in the early stages of writing - concentrate on idea development

Teach and require the use of graphic organizers/outlines/mapping skills to help students learn to visualize the parts of the paragraph/essay/story

Provide transition word exemplars (Example: first, next, then, in conclusion...)

Allow use of checklist for proofreading

Allow the use of a computer or word processor

Value quality over quantity - look for a well-written paragraph instead of a longer story of unclear sentences and very weak spelling

Allow reduced sources and modified format when writing research papers

Use speech-to-text software for scribing

## **Other**

Use of manipulatives

Use of calculator for problem solving

Use of reference sheet

Incorporate hands-on activities

Use of Flashcards for vocabulary

Pre-teach by identifying key words, phrases or images from the text and guide students in grouping them and making predictions about relationships and content

Provide graphic organizers and study guides

Incorporate visual models

Provide fill in the blank notes

Allow students to highlight or underline answers

## **Mathematics**

Group similar problems

Use multi-modal problem-solving strategies (Examples: draw a picture, make a list, work backwards)

Read word problems aloud to students

Highlight signal words and number of question marks in word problems to identify number of responses required

Break word problems into steps

Teach math vocabulary separately

Use math word walls with vocabulary and visuals

Take turns - you do a problem, then student does a problem

Teach students to highlight each operation in mixed-operation worksheets

Put boxes around each problem to visually separate them

Turn lined paper vertically so the student has ready-made columns

## **Thinking Strategies**

Use compare and contrast graphic organizers to evaluate content presented in different media

Clearly define and post the recurring big ideas and historical themes

Offer note-taking guide when viewing videos

Provide template to support development of note-taking skills

*Additional information/accommodations can be found in the PRE-REFERRAL INTERVENTION Manual which provides recommendation for "The Most Common Learning and Behavior Problems Encountered in the Educational Environment".*